



### Die Verwendung des *simple present*

Das *simple present* ist eine Zeitform, die die einfache Gegenwart beschreibt. Du benutzt das *simple present*, um Folgendes auszudrücken:

- Einen Dauerzustand
- Feststehende Tatsachen
- Gewohnheiten
- Regelmäßige Vorgänge
- Angaben zu Hobbys
- Bräuche
- Beschreibung von Dingen/Personen

### Die Bildung des *simple present*

Das *simple present* wird mit dem Infinitiv des Verbs gebildet. Bei der 3. Person Singular (*he/she/it*) wird ein *-s* angehängt.

*I play*

*you play*

*he/she/it plays*

*we play*

*you play*

*they play*

**Merksatz: *He, she, it* – das *-s* muss mit.**

#### Vorsicht bei den Schreibweisen:

- Endet ein Verb auf *-y* nach einem Konsonanten, wird *-ies* angehängt.  
Beispiele: *fly* → *he/she/it flies*; *cry* → *he/she/it cries*
- Endet ein Verb auf *-s* oder einem Zischlaut, wird ein *-es* angehängt.  
Beispiel: *wash* → *he/she/it washes*
- Endet ein Verb mit *-o*, wird ein *-es* angehängt.  
Beispiel: *do* → *he/she/it does*

### Signalwörter

Die Signalwörter für das *simple present* stehen meistens an festen Stellen im Satz.

#### Am Satzanfang/Satzende:

*Every month, every year, every day, ... (jeden ...);*

*On Mondays, on Saturdays, ... (montags, samstags, ...)*

#### Nach dem Subjekt:

*usually, sometimes, always, often, never, ...*



**1. Write down the verbs in simple present.**

- |                           |                         |
|---------------------------|-------------------------|
| a) you _____ (take)       | b) I _____ (go)         |
| c) the boy _____ (do)     | d) the bird _____ (fly) |
| e) we _____ (eat)         | f) you _____ (come)     |
| g) they _____ (sing)      | h) Ken _____ (leave)    |
| i) Mum _____ (shout)      | j) it _____ (arrive)    |
| k) the woman _____ (sell) | l) Ivonne _____ (run)   |

**2. Put in the correct form of (to) be in simple present.**

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| a) I _____ a girl.                 | b) Chantal and Davina _____ friends. |
| c) You _____ my favourite teacher. | d) Sally and I _____ at school.      |
| e) Pascal _____ eleven years old.  | f) Her hamster _____ small.          |

**3. Complete the sentences in simple present. Put the keywords in the right position.**

- |                                    |                  |
|------------------------------------|------------------|
| a) You (come) home late from work. | (usually)        |
| b) Melanie (do) the paper round.   | (every Saturday) |
| c) My parents (fly) to Spain.      | (often)          |
| d) We (play) cards.                | (every weekend)  |
| e) I (do) my best.                 | (always)         |
| f) She (eat) fish and chips.       | (sometimes)      |

**4. Put the parts of the sentences in the correct order.**

- sometimes/we/together/watch TV
- Milan/every Monday/to dancing lessons/go
- always/play/outside/the children
- clean/Marvin/never/the living room
- collect stamps/I/never

**5. Write down the following sentences with the correct verbs in simple present. Underline the keywords.**

- My shoes \_\_\_\_\_ (be) too small.
- Linda \_\_\_\_\_ (read) a book every evening.
- I often \_\_\_\_\_ (get up) late.
- Christian and I \_\_\_\_\_ (be) friends.
- My teacher always \_\_\_\_\_ (shout) at me.
- We \_\_\_\_\_ (meet) in the park every day.

**6. Translate the sentences into English.**

- Wir waschen jeden Samstag das Auto.
- Normalerweise mache ich meine Hausaufgaben nach der Schule.
- Du fütterst nie den Hund.



**1. Tick the correct negative sentences in simple present.**

- a) You aren't good at Maths.
- b) Peter doesn't eat potatoes.
- c) We write not a letter.
- d) They aren't eating pasta.
- e) Sascha doesn't play football on Thursday.
- f) Your friend don't watch TV.

**2. Write down the short negative forms.**

- a) Max and Lukas do not
- b) girls, you do not
- c) I am not
- d) my grandmother does not
- e) the cats are not
- f) we do not
- g) Lucy, you do not
- h) the car is not
- i) she does not

**3. Write down the sentences. Fill in *isn't*, *aren't* or *'m not*.**

- a) My friend \_\_\_\_\_ from New York.
- b) They \_\_\_\_\_ at the cinema.
- c) You \_\_\_\_\_ a good reader.
- d) It \_\_\_\_\_ cold outside.
- e) I \_\_\_\_\_ a good worker.
- f) We \_\_\_\_\_ a big family.
- g) You \_\_\_\_\_ quiet today.

**4. Fill in *don't* or *doesn't*.**

- a) We \_\_\_\_\_ watch TV.
- b) School \_\_\_\_\_ start at nine o'clock.
- c) My pet \_\_\_\_\_ like vegetables.
- d) Paul and Jenna \_\_\_\_\_ like metal music.
- e) Justine \_\_\_\_\_ drink tea.
- f) You \_\_\_\_\_ listen to me.
- g) My friend and I \_\_\_\_\_ play in the same team.
- h) The Johnsons \_\_\_\_\_ eat meat.

**5. Write down negative statements in simple present.**

- a) I go swimming every Sunday.
- b) You are a nice boy.
- c) We do our homework after school.
- d) Toby takes the train every morning.

**6. Write down the answers in simple present. Use the short form.**

- a) Are you twelve years old? – No, ...
- b) Do you like ice-cream? – No, ...
- c) Are your parents from London? – No, ...
- d) Does Fabienne play in your basketball team? – No, ...



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### Die Fragebildung des *simple present*

Es gibt zwei Arten von Fragen:

#### 1. Entscheidungsfragen

##### a) Hilfsverb *do*

Entscheidungsfragen im *simple present* bildet man mit

- **do** (bei *I, you, we* und *they*),
- **does** (bei *he, she* und *it*).

Die Wortstellung ist wie im Aussagesatz.

Beispiel:

	<i>We</i>	<b>need</b>	<i>help.</i> (Aussagesatz)
<b>Do</b>	<i>we</i>	<b>need</b>	<i>help?</i> (Fragesatz)
<b>Does</b>	<i>she</i>	<b>need</b>	<i>help?</i>

##### b) Hilfsverb *be*

Form von **be** + Subjekt

Beispiele:

<b>Are</b>	<i>you</i>	<i>in my class?</i>
<b>Is</b>	<i>Ida</i>	<i>a nice girl?</i>

#### 2. Fragen mit Fragewort

Du stellst ein Fragewort vor die Entscheidungsfrage.

Beispiele:

*Is your teacher from England?*  
**Where** *is your teacher from?*  
*Does Jo play football?*  
**What** *does Jo play?*

### Kurzantworten

Auf Entscheidungsfragen werden meist Kurzantworten gegeben.

Beispiele:

<i>Do you play football?</i>	→ <i>Yes, I do./No, I don't.</i>
<i>Does she collect stamps?</i>	→ <i>Yes, she does./No, she doesn't.</i>
<i>Is Emily your sister?</i>	→ <i>Yes, she is./No, she isn't.</i>
<i>Are they twins?</i>	→ <i>Yes, they are./No, they aren't.</i>
<i>Are you twelve years old?</i>	→ <i>Yes, I am./No, I'm not.</i>



1. Correct the questions in the simple present and write down the answers in short form.

- a) Is you new in town? (yes)
- b) Do the teacher friendly? (yes)
- c) Does the cat plays with the ball? (no)
- d) Are she from India? (no)
- e) Does the children inside? (yes)

2. Write down the questions. Use do/does or is/are. Write down short answers, too.

- a) \_\_\_\_\_ you like tea? – Yes, \_\_\_\_\_.
- b) \_\_\_\_\_ your sister small? – No, \_\_\_\_\_.
- c) \_\_\_\_\_ Erna go riding? – Yes, \_\_\_\_\_.
- d) \_\_\_\_\_ you make breakfast? – No, \_\_\_\_\_.
- e) \_\_\_\_\_ he the headmaster? – Yes, \_\_\_\_\_.
- f) \_\_\_\_\_ your neighbours sing in a choir? – No, \_\_\_\_\_.
- g) \_\_\_\_\_ we friends? – Yes, \_\_\_\_\_.
- h) \_\_\_\_\_ you good at school? – Yes, \_\_\_\_\_.
- i) \_\_\_\_\_ your cat like coke? – No, \_\_\_\_\_.

3. Translate the sentences into English. Use the simple present.

- a) Magst du mich?
- b) Spielen die Kinder draußen?
- c) Brauchen wir eine Pause?
- d) Wann fährt der Zug ab?
- e) Warum ist sie traurig?

4. Write down the questions or complete the short answers.

- a) Mr Graham: “\_\_\_\_\_?” – Eric: “Yes, I always do my homework alone.”
- b) Mrs Rose: “\_\_\_\_\_?” – Cedric: “No, we never ride our bikes to school.”
- c) Mrs Rose: “Does Chantal play the clarinet in the school orchestra?” – Eric: “No, \_\_\_\_\_.”
- d) Mrs Rose: “And Luisa? Does she still play the trombone?” – Luisa: “Yes, \_\_\_\_\_.”
- e) Mrs Rose: “\_\_\_\_\_?” – Eric: “No, Chantal doesn’t play basketball in the school team this year.”

5. Ask for the underlined information. Write down the questions with question words: *who*, *where*, *when*, *how* or *why*.

- a) Anna often walks to school.
- b) The training starts at six o'clock.
- c) We feel tired after the walk.
- d) He always helps in the garden.
- e) They are late because the bus didn't come.



1. Tick the correct statements.

- a) Samira has got a brother.
- b) The children has got a new schoolbag.
- c) My parents have got a new car.
- d) I has got a purple skirt.
- e) You have got a cute pet.
- f) My friend have got a nice name.
- g) Mr and Mrs Red have got a restaurant.
- h) I has got a terrible headache.

2. Fill in *have got* or *has got*.

- a) The Millers \_\_\_\_\_ a B&B.
- b) Stefanie \_\_\_\_\_ a little brother.
- c) Andy and I \_\_\_\_\_ the same friends.
- d) I \_\_\_\_\_ a new computer.
- e) My friend \_\_\_\_\_ a parrot.
- f) You \_\_\_\_\_ a blue bike.

3. Put the words in the right order.

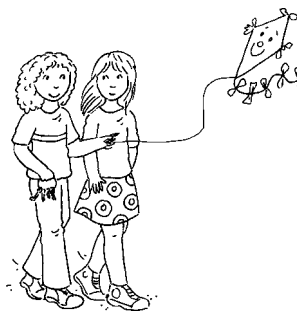
- a) got/Joline/a pet/has
- b) lots of/got/my parents/have/books
- c) a new/I/MP3 player/got/have
- d) has/my best friend/got/three brothers

4. Look at the pictures. Write down what they have got.

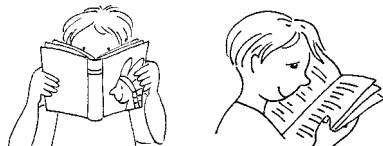
a)



b)



c)



d)



5. Write down sentences with *have got* or *has got*.

Dan and Ed	in-line skates
Tony	pet
Alex and Michael	computer
Cathy	new CDs
my aunt and uncle	their own rooms

**Die Verwendung von *have got* im *simple present***

Mit *have got* wird ausgedrückt, was jemand oder etwas hat/besitzt oder **nicht** hat/besitzt.

**Die Bildung der Verneinung mit *have got* im *simple present***

*Have not* wird verneint, indem man die Silbe **not** zwischen *have/has* und *got* einfügt.

<i>I</i>	<i>have not got</i>
<i>you</i>	<i>have not got</i>
<i>he/she/it</i>	<b>has not got</b>
<i>we</i>	<i>have not got</i>
<i>you</i>	<i>have not got</i>
<i>they</i>	<i>have not got</i>

**Merksatz: *He, she, it* – das *-s* muss mit.**

**Kurzformen**

Auch hier ist es üblich, Kurzformen zu verwenden:

<i>I have not got</i>	→	<i>I haven't got</i>
<i>you have not got</i>	→	<i>you haven't got</i>
<i>he/she/it has not got</i>	→	<i>he/she/it hasn't got</i>
<i>we have not got</i>	→	<i>we haven't got</i>
<i>you have not got</i>	→	<i>you haven't got</i>
<i>they have not got</i>	→	<i>they haven't got</i>



**1. Tick the right negative statements in the simple present and write down the wrong statements correctly.**

- a) John haven't got a computer.
- b) Daniel and Thorsten have got not a sister.
- c) The girls haven't got magazines.
- d) She haven't got red trainers.
- e) We haven't got a big house.
- f) My family has got not a TV.
- g) I have not got a new winter jacket.
- h) Kelly and Lesley hasn't got the same classmates.

**2. Write down negative statements. Use the short forms.**

- a) The winner has got a silver medal.
- b) My friend has got a swimming pool in his garden.
- c) I have got a friend in Italy.
- d) My school has got a cinema.
- e) Students in Germany have got school uniforms.
- f) The university has got lots of students.

**3. Read the questions and write down the answers in complete sentences.**

- a) Has your family got a house? – No, \_\_\_\_\_.
- b) Have the boys got a new friend? – No, \_\_\_\_\_.
- c) Have you got your own room? – No, \_\_\_\_\_.
- d) Has Mary got a daughter? – No, \_\_\_\_\_.
- e) Has the school got a canteen? – No, \_\_\_\_\_.
- f) Has Lucy got a brother? – No, \_\_\_\_\_.

**4. Translate the sentences into English.**

- a) Sie haben keine Haustiere.
- b) Rose hat keine Schwester.
- c) Die Baxters haben keinen großen Garten.
- d) Wir haben kein Haus.
- e) Meine Schwester hat keinen Computer.
- f) Florian hat kein Fahrrad.

**5. Write down what they haven't got.**

Ferdinand	an invitation
David	new sunglasses
I	rabbit
you	black school bag
Grandma and Grandpa	Internet